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#### Teacher and Pupil.

"SOCIETY is not an accident, but an essential condition of humanity, hence our distrust and dislike of all that is egotistical, and our admiration for all that is generous, humane and liberal.

"Each human soul is in itself an organism endowed with powers for its own individual use; yet at the same time constituting a part of another looser organism called society. Hence education aims not only at the harmonious development of all the powers of the individual organism, but also that each individual should be fitted to become a healthy member, a useful constituent of the larger organism known as society."

Frebel lays great stress upon the development and proper guidance of the social faculties. He insists upon inculcating a deep sense of the duties which the individual owes to society, and also to the greater strength for good which it can derive from society. Indeed, the object of education as summed up from the labors and expressions of leading educators may be stated as follows: "It is the development of independent individualities, fitted for society—capable of happiness, and efficient for usefulness—on the basis of morality and reason."

Hence the necessity for considering the social phase of education. And the consideration of this hour is the teacher's relation to this work. What is the condition of the teacher and the pupil, and what are the effects of the social influence each has upon the other? The teacher perchance, we may say represents society already formed or existing; the child, the new material designed to continue the fabric. Or the teacher is the old heaven, the child the new measure of meal. (Alas that the old heaven is not always par excellence in both matter and manner.)

One of New York's greatest pulpit orators, when speaking of the all pervasive power of social influence, says: "You cannot ride twelve miles with a man, you cannot greet a woman, you cannot look down into the face of a little child, without leaving each nearer or further from the kingdom of Heaven."

The spirit, the life, the high, strong motive power of the teacher must of necessity infuse itself into the being of his pupil. On the other hand, the teacher imbibes all those influences, and is moved by those tendencies which arise from being associated with minds largely in the perceptive state.

President Elliot, in an article in a late number of the *At-Lantic*, says that "few people realize the fact that there can be no good teaching without a quick sympathy and a perception in the teacher, and a strong personal influence going out from him." A backward glance upon our own lives, connected with present consciousness, must needs convince us that he whose moulding influence is strongest, who most makes or changes the tenor of the lives of his pupils, is not always the one who has the strongest social hold upon them greatest skill to teach the hidden springs of action.

But do we possess all of this power that we should? And how may it be increased and utilized? These are questions well worthy of better thought and discussion than this paper can give.

To the teacher who aims to advance in power and the knowledge of using it, three studies will be of great advantage: First, the study of children and youth. Everybody should study children—little children—from the sage college professor who writes "philosophical" (but, alas! sometimes impractical) theories upon mental development, down to the primary teacher, who often ruins the best theories by attempted practice of them—or perchance succeeds admirably without any theory—these all 'need not only the direct advantage, but also the reflex influence that will come from this study.

One of the first necessities toward understanding and influencing children is a true friendship for them. I use the word friendship in the broadest sense of the term. It bears no relation to that feeling which people have who say they are fond of children, as they might say they are fond of flowers. This friendship, like all others, must be founded upon a true, broad, honest respect, which is akin to reverence. For there is more to reverence in the possibilities of childhood, than there is in that same being again until the problem of life is fairly wrought out, and stands approved in the quiet glory of a good old age. Well may we reverence little children, when we remember that we stand in the presence of immortal ones; so wise in their faith, so true to their love, that of all the different stages of life, the Great Master selected these as being the fittest to represent the Kingdom of Heaven.

By the aid of the memory of our own childhood, and an imagination made vivid by sympathy, what a gracious privilege to enter into the inner sanctuary of the minds of a little child. To hear again the wonder-wise inquiries as the little mental zoöphyte reaches out its feelers in all directions for its natural aliment—truth. And oh, to catch again the thrill that floods the being, as the dawning of new truth throws light over all its inner consciousness!

Knowledge of truth is so lovely, so excellent a thing for the felt want of the young immortal, and the mental appetite is so perfectly adapted to this aliment, that if children fail or become discouraged in this way, where shall we look for the fault? Kant, the great German philosopher, says: "A child should be more sacred to you than the present, which consists of labors and adults. Through the child you move, although laboriously, by means of the short lever-arm of mankind, the longer one."

In studying and dealing with children from a mortal and social standpoint, the few fundamental truths should stand out preeminently prominent. Confused conceptions of greater and minor faults dissipate the lasting impressions which these truths should make. A transgression of the arrangements for the mechanical workings of the school, or some impropriety of manner, is often apparently regarded by the teacher as a fault equal in importance with some manifestation of cruelty or deceit. Rather than this, let the strongest appeal be to the grand instincts of virtue within them.—Teach them that courage, kindness and truth are the pillars of their being, and that a failure in these is never to be considered in the same category with those peccadilloes which are, nevertheless, often very trying to temper and forbearance. These latter are as blemishes in the varnish, or perchance the foreground of the picture; failures in the former as though the artist's grand conception had been marred and distorted.

With a clear appreciation of the present experiences of youth, there must also be mingled a vivid conception of the grand possibilities as well as needs of his future life. It is the teacher's privilege, not to extinguish the high ambitions, not to dissipate the ariel dreams of young minds; but the rather to temper them with high resolve, and give to them a worthy shape and direction. Then by leading to habits of persevering labor, crystalize them into lives better, stronger,

brighter even than those youthful dreams foreshadowed.

A second study is found in society itself; in its wants, its requirements of the true gentleman and lady; its demands for "usefulness, which is the coin that pays for the happiness" of its members. And not only should we study the average mass of society, but in order that the standard may be raised, we must also look diligently for those elements of character which make up the highest individual types. The hatchet of Washington as well as the bow of Tell may yet be consigned to oblivion as myths, by the wise skeptics of the future, yet they have already served as a wonderful inspiration, and wielded an incalculable moulding influence.

But there is a third and equally important study, yet a much more difficult one—of one's own self.

But by this study is meant, not the study of himself as a representation of the "genus homo," a typical one, only a little superior, but the study of the individual self, in an honest, clear, white light. In pursuing this work it helps wonderfully sometimes to borrow the eyes of somebody else, and for a limited period, as we may be able to bear it, see ourselves as others see us.

Perchance we may make the discovery of traits undesirable in the mass of people, yet owing to certain palliating circumstances of course more tolerable in us. Notwithstanding it is best to omit those "palliating circumstances" and consider whether this fault of head or heart is one we would like to see repeated, intensified and rendered obnoxious; as it must of course be if it were not surrounded by such a mass of excellencies as it is in us. It might be well to consider whether in person or manners there exist any improprieties, which, though only a peculiar concomitant of independent genius in one like "ourselves," yet would still be incompatible in the perfect gentlemen and ladies we hope to see developed from those around us.

I ought to find out and fight to the last all my lack of candor in representing how small my knowledge is of some subject; never wincing if my pupils do think less of me, so that they only think more of truth and seek it from more reliable sources. I must give no greater to the unkind, the unsympathizing manner that I evince—the hasty evil speaking criticism into which I am betrayed all too often. I must brand as a vice all my carelessness, my inaccuracies in work of either head or hand which will as the result of my example fasten themselves upon a multitude of lives, making the aggregate amount of human discomfort if not crime, perceptibly greater. It takes a brave person and a strong one to seek out and face his faults, not to excuse them but to fight them.

THE Brazilian Government is arousing to the work of developing its resources. The steamer *Mercedita* lately went out with Philadelphia workmen who are to engage in the work of constructing a \$6,000,000 railroad in Brazil. The Philadelphia and Reading Coal and Iron Company is to furnish 13,000 tons of rails for this work. This would show that the trade with that magnificent country will be in American hands. It is a good opening for the New Year.

NEW BRUNSWICK.—The Trustees of New Castle, N. B., have caught the "cutting down" mania. They will say as follows: *Resolved*, Mr. Hutchinson \$800; Mr. Flewelling \$600; Mr. Morrisay \$350; Mr. Silverwright \$300; Miss Hickory \$375; Miss Hansen \$275; Miss Parker \$275; Miss Morrell \$275; Miss Read \$275; and that if the teachers will not teach for the above amounts that the Trustees advertise for teachers, stating the amount of salary.

President Fairchild, of Oberlin College, takes a hopeful view of the future in regard to this practice, thinks that tobacco will be banished from civilized society before many years.



From the Scholar's Companion.  
The Great Rebellion.

BY JOHN R. DENNIS.

KIRKVILLE was in a state of the highest excitement. Nothing had ever equaled it except it was the drowning of Mary Lyons in the whirlpool below the bridge when on her way home from a picnic and in sight of a hundred frightened children. No, nothing had ever equaled the excitement. It was talked over in Pinchard's tavern before the bar, where the whiskey was dealt out by Mr. Isaac Pinchard, or, in his absence, by his wife; the toppers stopping to express their surprise. It was talked about in the store right opposite to the tavern where the storekeeper shook his gray head as he measured off the calico or weighed out the sugar. The blacksmith vowed there was "nothing like it under the round sun," and beat the hot iron with his hammer most vigorously, as though he wanted to pound some one's head in the same style. Miss Baker kept a candy store, and she was more busy in telling how she was "struck by it," than in dealing out the gum drops and Jackson balls. If you saw two or three persons together talking, you might be sure that one was saying:

"I never heard of such a thing before!"

"No, nor never did I either."

Kirkville was destined after all to create a noise in the world, although it had been one of the sleepiest little towns in all the State of New York for many years. The cause of all the talk and all the mysterious shakings of the head arose one Tuesday afternoon in the grammar class when they were parsing one of Campbell's poems, the ode on the destruction of Warsaw. Mr. Allen, the teacher, was a tall young man, fitting for college and who took to school-keeping to help himself to the means; he intended to be a lawyer, but he never lived to carry out the design. Kirkville was a quiet town enough, but the older boys and girls were smart—"smart as lightning," sir, yes, sir!—this, the favorite expression of Squire Barker's eldest son, will perhaps show what was the real state of the case. There were Lucy and Sarah Lee, Anna McIntyre, Hannah Stockwell, Joanna Green, Mary and Sarah Cook, among the girls, and Benj. Edson, Ralph, Harry and Joseph Watson, Henry Stockwell, Wm. Cook and a half dozen more among the boys that had been to school every winter, and some things they knew so well that they could learn no more about them. For a few successive winters they had had a Mr. Roberts, a keen New England man, for teacher, and he had taught them to parse in a style that twenty years ago was thought to indicate the highest culture and the most extensive knowledge, so that Mr. Allen had lighted on no novices when he summoned the first grammar class upon the recitation bench. They knew Kirkham's grammar by heart, and they conjugated, declined and parsed day after day.

On this particular Tuesday afternoon they had reached the line, "Firm placed and slow, a horrid front they form," and had begun to parse before the teacher discovered a serious difficulty in the first two words, and wanted to postpone the lesson, so he might keep off those innocent looking but dangerous rocks. The class suspected this and wanted to go on, so that delay was impossible. Hannah said "firm" is an adjective, because we say firm bridge, firm rocks and so on. This view was combated by the teacher, who said, "firm" is to be taken in conjunction with placed, firm and placed make a compound word. "Then," said Wm. Cook, "it should have a hyphen between its parts, for so are all compound words indicated."

"But not in this case," said Mr. Allen; "there are exceptions. After some debate it appeared that none of the class agreed with the teacher, and so he decided to let them go on to 'placed.'"

Joanna said it meant "they are firm placed and they are slow," but others had a different view of the matter. Then Lucy Lee said:

"I would like to have Mr. Allen parse it for us."

Now people did say that the teacher could not refuse Miss Lucy anything. If it was true, Mr. Allen might have done much worse than to be captivated by her, for she was not only a very pretty miss of eighteen, but she was very sensible too. At all events, after a short pause, Mr. Allen said, "I think *aced* is a misprint for *placid*, and there should be a comma after firm, and it should read 'firm, placid and slow.'"

At this a smile appeared on the countenances of most of the class, for the reasoning did not appear to be good at all to them. The arguments flew thick and fast, and Mr. Allen grew quite red in the face. Upon taking out his watch he found the time allotted to grammar was overrun, and so he gladly dismissed the grammarians to their seats. They went thoughtfully and triumphantly homeward. That night every household heard the subject discussed. The Lees lived over in the valley not far from the Watsons, and the young people of both families got together that evening to visit, study and criticize the schoolmaster's parsing. They were unanimous that he was wrong in his conclusions.

When the first grammar class was called the next day, there was a gleam of delight and mischief to be seen on every countenance. Mr. Allen seemed to desire to forget the word,

"placed" and began with the next word.

"Henry, you may parse *and*."

There was a moment's pause, and then Benj. Edson spoke up.

"I do not think *placed* was parsed correctly yesterday."

My Aunt Mary says *placed* is a participle," said Ralph Watson.

"I think *placed* is an adverb," said Anna.

"*Placed* is a participle," said others.

Now participle was a new word, and its meaning had not been very well understood, and some of the scholars had looked up the definition quite thoroughly. So that the majority evidently favored the idea of Ralph in calling it a participle.

"What is a participle?" said Mr. Allen.

"It is a word that partakes of the nature of a verb while it performs the office of some other part of speech," said Ralph.

"I don't think it is a 'participle,'" said Mr. Allen; "in the sentence 'Henry is running' *running* is a participle, but this is a different case. I think there is a misprint, and that the author means the soldiers were firm, placid and quiet, so that placid must be considered as an adjective."

There was a good deal of discussion over this but finally it was decided to go on with the lesson for the present. So the words

"A horrid front they form" was next parsed. Then came:

"Still as the breeze, but dreadful as the storm."

This ended the lesson for the day, and the class was dismissed. Simple as was the cause, a deep excitement burned. Like true scholars, they determined to be right at any cost. On the way home from school the only subject debated was the true construction of the poet's words.

"I don't believe it is a misprint."

"I think it is a participle," and the excitement spread to the younger classes, and thus the news went to every family in the district that the teacher and the first grammar class were battling over the parsing of a word.

Now Hannah Stockwell had an aunt living in Belleville, where the county superintendent resided, and she determined to get her father to carry her over in the sleigh that evening so as to consult this high authority. Hannah was a brave and earnest student, and was willing to come face to face with the dreaded school superintendent in order to acquire knowledge.

The journey was made, and the case was presented to Mr. Hannaford. The superintendent put in his spectacles and looked at the word; he paused and knit his brow with thought.

"So you are puzzled over this word, eh? Well, it is a queer word. And what does Mr. Allen say it is?"

"An adjective, sir."

"No, it is not an adjective, it is a verb; for you see it means they are placed firm. And what do you think it is?"

"Most of the scholars, sir, think it is a participle: Ralph Watson's aunt Mary used to teach school in Albany, and she says it is a participle."

"I know Miss Mary Watson is a very good grammarian, but she is wrong in calling this a participle," and again the superintendent looked at the little word.

Mr. Stockwell and his daughter returned home; Hannah with great disappointment. The news circulated around the district rapidly the next morning and the excitement increased.

On entering the school-room the next morning Mr. Allen saw the scholars looking at the blackboard very intently, and his eyes saw the line,

"Firm placed and slow, a horrid front they form," written in bold letters, and below "placed."

"It is an adjective," says Mr. Allen.

"Placed" is a verb," says the county superintendent.

"It is a participle," says the first grammar class, and they are right." A flush of anger rose on the master's face.

"Who wrote that?" he cried. A little boy called out "Wm Cook, sir."

"Wm. Cook may rub it off," said the master.

This was the first news Mr. Allen had that the county superintendent had been consulted. It caused him to ponder thoughtfully over the case; he still adhered to his novel explanation, that it was a misprint for "placid."

The school assembled, but the spirit of mischief was in the air: even the A B C pupils had become rebellious and were unwilling to be obedient. The day passed along with many a jar and discomfort to Mr. Allen; teaching seemed indeed unpleasant work. At two o'clock the grammar class was called, and hardly had it taken its usual place when a noise was heard in front of the school building, and the jingling of bells and the tramp of a horse's feet told of the arrival of visitors.

Now visitors were usually very welcome, but at the present juncture Mr. Allen felt anything but happy. The minister and his wife entered and chairs were placed for them. The recitation proceeded; first rules and definitions were recited, then came the parsing. The minister took the book that contained the lines to be parsed. Mr. Allen said "We have parsed the line,

"Firm placed and slow a horrid front they form," and there is a disagreement about the disposition to be made of 'placed.' I think it is an adjective."

"The county superintendent thinks it is a verb," said

Hannah, "but all of us think it is a participle."

"Please give your opinion," said Mr. Allen, looking reprovingly at Hannah for speaking.

The minister had heard of the disagreement between the teacher and the class, and thought he might be an arbiter between them. He took from his pocket a small volume and said, "I think a great deal of the writings of the celebrated Campbell. I have here an old English copy of his poems and—"

"Please, sir, let me see it; I want to see how this word is spelled"—this was uttered by Lucy Lee.

The book was opened, the line was found, and it was there spelled *placed*. Mr. Allen saw this was a pretty sure evidence that it was no misprint; and hence that his assumption that it was an adjective must be given up. A look of triumph spread round the class. The minister was a pretty good scholar, and finally said,

"I think it is a verb." And the teacher reluctantly said,

"You are probably right, it is a verb." Never was a class more dissatisfied. When the school broke up, Sarah Cook, who was too impetuous, said,

"It is a participle, and that any one can see."

"Sarah Cook may remain after school," said Mr. Allen.

This announcement produced an excitement among the pupils on the playground. The older ones came back, and Mary Cook declared she was sure it was a participle, and so she was ordered to stay. In a few moments the entire class were on the recitation seat again, and the news spread in the village that the "first grammar class was in rebellion and was kept after school."

Mr. Allen made the class an address, urging obedience and acquiescence with authority.

"But it is not a verb, and it is not right for us to say it is unless we believe it," said Joanna Green.

"I shall keep you here until you are willing to say it is a verb," said Mr. Allen in a rash moment.

Some younger scholar heard these words and carried them into the store, and hence the excitement of which we spoke at the beginning of this story.

"The first grammar class is in rebellion," passed from mouth to mouth. Deacon Thompson shook his head mournfully when he heard of it. "This is what comes of teaching these new fangled things. When I went to school, they didn't have no grammar nor jography. It only makes the young folks disobedient; they don't think their fathers and mothers pray right and I've heard 'em criticize the minister's sermon."

The non-appearance of Lucy and Sarah alarmed Mrs. Lee and so the sleigh was brought up and Mr. Lee drove in to the village. He soon learned the state of the case, and in company with one of the trustees went to the school-house. A dead silence pervaded the building. They looked cautiously in and there sat the teacher perplexed beyond measure with the problem how to dispose of a stubborn grammar class. There sat the class in different and defiant.

"Let's go in," said Mr. Lee.

They entered and the matter was explained to them; but they too were in perplexity for neither knew which side to take. Mr. Lee could pick out a good horse, but a participle, (and that he was inclined to think it was because Lucy thought so,)—well, he could not give an opinion. The trustee was inclined to uphold Mr. Allen, but being a shoemaker, knew little about verbs; so he held his peace.

The entrance of Squire Barker's oldest son, took momentary attention; he had been to New York, and smoked cigars while other men chewed tobacco or used pipes; these things gave him some importance in the eyes of the Kirkville people; besides his father was rich, and then he was inclined to be friendly with all.

"Tell you what," said he, when the case was explained to him. Just see here now. You must toss up for it. Before anything could be said he took a big copper cent out of his pocket. "Which will you have," looking at the class. "Heads," said Henry Watson.

"Heads you win and tails you lose," and up went the coin before any one could agree or object. Down came the cent on the floor and there was the head of Liberty plainly seen to the delight of the class. Up it spun again and this time the reverse side was up, "Third and last," cried the young man, and again the cent was thrown up by his expert thumb. There was a pause, all looked. "Heads," the scholars shouted; "Heads," said the shoemaker. "That shows it is part one thing and part another," said Mr. Lee, who was something of a philosopher.

"Anyway I guess you may as well let the boys and girls go home," said the trustee.

Mr. Lee invited the teacher to go up and get some supper at his house, which invitation he cordially accepted, while young Barker with the trustee headed the remainder of the class as they went through the village. He afterwards claimed that he had put down the "great rebellion;" certain it is that everything went off smoothly afterward; Mr. Allen with a cough, saying, if asked, "part verb and part participle."

It is great folly to neglect useful and necessary knowledge in order to apply ourselves to that which is curious and useful.



From the Scholar's Companion.

## Old Steady.

Some people seem to be born to good luck and others win it by hard work. No scholar ever dreamed that Wesley Hopkins would ever "amount to much," for he was a plain looking fellow, who always wore a red comforter around his neck when he came to school. He trudged along with his hands thrust far down into his pockets, and as this was before the invention of book-straps, he carried his books pressed against his side in such a way that it is a wonder he did not lose them. If the scholars failed to see anything promising in the stout farmer lad, so did also the teachers; they thought the black-haired boy, the physician's son, would make his mark; but he did not; only a shiftless fellow at first, and finally a downright drunkard. Wesley was poor enough. His boots were made of cowhide, his clothes old and patched, and of books to read he had none at all; in addition to this his folks rarely went to church; only to some important funeral.

When he was about sixteen years old, a peddler came through the valley and said over night at the Hopkinsees. He had a fund of knowledge that he freely imparted, and he delighted every family that kept him. On this particular evening he had a great deal to say about Peter the Great and the wonderful changes he wrought in his country, and the battles he fought with the Swedes led on by the greatest monarch of modern times—Charles the Twelfth. Wesley listened with the deepest interest; it was all strange to him. "Where did you find out all that?" he said when they had gone up in the garret to go to bed.

"It is in the books, and many other things more wonderful still."

"I wish I had the book that had that in."

The peddler talked far into the night, of the Greek and Romans, the French and English, and finally fell asleep only from weariness and not from a want of more knowledge to impart.

Wesley was left with an insatiable desire to read and study. When the winter school began, he was bound up in his books, he neglected play, and seemed absorbed in his thoughts and ideas. The nickname of "old steady" was soon fastened on him and he wore it for many years. He borrowed books when he could find them, and often traveled many miles to obtain a history of the United States or of Africa or of South America. In this way he accumulated a much knowledge that it began to be remarked that Old Steady was going to be a minister; formerly when any one had a predilection for books it used to be thought that he would end it by entering the pulpit. He worked hard all summer on the farm, and attended school as much in the winter as he could for several years—until he was twenty-one years old. Then he was free and as one of his brothers remained at home, he started off for a town about thirty miles away—with a determination "to get an education." As he was walking along the street uncertain what to do, a lawyer drove up to the sidewalk and was about to get out of his carriage to open a gate to drive into the yard. Wesley seeing this, opened the gate and shut it as the carriage went in, receiving a nod, and a "thank you." Something in the young man's face led the lawyer to look around as he reached the barn; he saw him standing irresolutely by the gate, and called to him. He ascertained in a few moments that he wanted work, and set him to taking care of his horse and garden. The law office stood in one corner of the yard, and here he spent his evenings in reading the many works on history, for it contained these as well as the usual works on law. This steady pursuit of knowledge was noticed by Mr. Darrow, who looked on but said nothing; such a spectacle was so unusual as to be refreshing. Day by day, week after week, and month after month did young Hopkins spend in reading during the evenings and working during the day.

At last he began on the law books after asking which one should be read first. He went on steadily at this new line of thought and evidently pondering very much over during the day what he had pursued. Darrow began to respect his servant and law student very much, and to predict that he would arise to distinction. In the course of a year or two he began to write during the day at the request of the lawyer, and finally, to undertake a case in the petty court of justice of the peace. The learning he exhibited was not well-handled, but all present acknowledged his complete knowledge of the case. From this time he won the confidence of those who sought advice on law matters, and Mr. Darrow himself recognized that his stores of information was greater than his own.

As time passed he was seen to be a worthy and able man, and was chosen as county Judge; and so well did he perform his duties that he held the post for many years.

The lesson here taught is a very impressive one. The steady pursuit of knowledge will lift the student out of oppressive circumstances. It is not enough to read; the reading must be instructive and useful.

From the Scholar's Companion.

## What the Girls did at Dinner-Time.

"Annie, if you think of some number, and add, multiply and divide it by several numbers, and then tell me what you get, I will tell you what you first thought of," said Mollie, one day just as the class was dismissed for lunch.

"Oh, do let us try it!" exclaimed Maggie.

Dinner was forgotten, as the four girls gathered around the first speaker.

"You may all think of a number under ten," continued Annie, "and when you are ready tell me."

"I'm ready," said first one girl and then another, until all had chosen a number.

"Multiply it by three," said Annie.

The girls nodded their heads to signify that they had done so.

"Add one," Annie went on, "Multiply again by three, and add to this the number first thought of. Now, Lizzie what do you have?"

"Sixty-three," answered Lizzie.

"You have thought of six," said Annie, "What have you Maggie?"

"Ninety-three," replied Maggie.

"You chose nine as your first number," said Annie.

Maggie looked completely mystified.

"Mollie, what have you?" again asked Annie.

"Thirty-three," said Mollie in her turn.

"Well, you chose a small number, three. Carry, you are the last, what did you get?"

"Seventy-three," said Carry, "Ah, Miss Annie, I see your trick. They all end in three, and you strike off that, and what is left, is the number chosen."

"You are right," said Annie.

"Please tell us the numbers you multiply and add by," asked Lizzie.

Annie consented, saying, "First, multiply by three, add one, multiply by three, and then add the number first thought of."

"Let us write it in our note-books," suggested Maggie, whereupon they rushed to their desks, and taking pen and ink, wrote out the directions for the little game.

Then they thought of their dinner which they had not yet touched, and all brought their baskets and saucers making a social little group. Two other classmates coming towards them, they played the "arithmetic game," as they called it, for their benefit, with great success.

"I know of another way of doing it," said Annie as they put their lunch-baskets away, "shall we try it?"

"Oh, yes, indeed," was the answer.

"All think of numbers, under or over ten, just as you choose. Ready?"

"Yes," was the answers.

"Double it, add four, multiply by five, add twelve, and multiply by ten," said Annie, slowly. "Carry, what have you?"

"Wait a moment, I have not finished multiplying," said Carry.

"What have you, Mollie?" asked Annie.

"Nine hundred and twenty," was the answer, and after a moment's thought, Annie told what was the number.

"You thought of six," said she.

"Carry, are you ready?"

"I have 1,520," said Carry.

Annie took her pencil, and after writing on a slip of paper, announced "twelve," as the number Carry had chosen.

"Maggie, what do you get?"

"I got 1,120," answered Maggie.

"You thought of eight. Now, Lizzie, it is your turn."

"My number is 2,820."

"You thought of twenty-five."

"This is harder than the other," said Lizzie. "How do you do it?"

"Take the answer and subtract 320 from it. The remainder will always have two ciphers. Strike these off and you have the number thought of."

"Here are the questions to ask. Double the number, add four, multiply by five, add twelve, and multiply by ten. Shall we write this in our note-books, girls?"

The answer was in the affirmative, and they were busily engaged during the short time that intervened before school continued in copying neatly and carefully the latter game into their books.

## The Dead Doll.

(For a Little Girl to speak.)

You needn't be trying to comfort me—I tell you my dolly is dead! There's no use in saying she isn't, with a crack like that in her head. It's just like you said it wouldn't hurt much to have my teeth out, that day;

And then, when the man 'most pulled my head off, you hadn't a word to say.

And I guess you must think I'm a baby, when you say you can mend it with glue;

As if I didn't know better than that! Why, just suppose it was you?

You might make her look all mended—but what do I care for looks? Why, glue is for chairs and tables, and toys and the backs of books!

My dolly! my own little daughter; Oh, but it's the awfulest crack! It just makes me sick to think of the sound when her poor head went whack!

Against that horrible brass thing that holds up the little shelf, New, Nurse, what makes you remind me? I know that I did it myself!

I think you must be crazy—you'll get her another head! What good would forty heads do her? I tell you my dolly is dead!

And to think I hadn't quite finished her elegant new spring hat! And I took a sweet ribbon of her's last night, to tie on that horrid cat!

When my mamma gave me that ribbon, I was playing out in the yard.

She said to me, most expressly, "Here's a ribbon for Hildegarda."

And I went and put it on Tabby, and Hildegarda saw me do it;

But I said to myself, Oh, never mind, I don't believe she knew it!

But I know that she knew it now, and I just believe, I do,

That her poor little heart was broken, and so her head broke too.

Oh! my baby! my little baby! I wish my head had been hit!

For I've hit it over and over, and it hasn't cracked a bit.

But since the darling is dead, she'll want to be buried, of course;

We will take my little wagon, Nurse, and you shall be the horse;

And I'll walk behind and cry; and we'll put her in this, you see—

This dear little box—and we'll bury her there, out under the maple-tree.

And papa will make me a tombstone, like the one he made for my bird;

And he'll put what I tell him on it—yes, every single word!

I shall say, "Here lies Hildegarda, a beautiful doll, who is dead;

She died of a broken heart, and a dreadful crack in her head."

## Real Elocution.

FOR FIVE OR SIX BOYS.

(This can be made a most laughable affair indeed. Four or five boys (not more) should be selected who can make the by-play appear real and full of amusing incidents. The interest of the play does not centre in the "Professor," but in No. 2, who should, by his movements, even to the tragic sentences, aim to keep his head from being hit. No. 4 is the next character of most importance, and he should follow the lead of No. 2 pretty closely. There must be an air of reality imparted to it or it will fail of producing the best effect. The Professor should have quite a pompous manner. The boys should be from fourteen to eighteen years of age—the tallest will do for Professor.)

Professor. (Entering and followed by four or five boys.) Now, young gentlemen, we have met to learn the wonderful art of elocution. This word is derived from two Latin words, *E*, out of, and *loquor*, *loqui*, *locutus* to speak, so the whole word means to speak out. Half the world speak down their throats—that is not elocution. I differ from every other teacher in this. I do everything called for in the piece. If a cough is mentioned why I stop and cough, if a horse is spoken of, then I whinny like a horse. This I call real elocution.

You must observe two directions, which I shall give you, first let your voices well out, next you must observe and copy me and my gestures. Can you remember these?

No. 1. Yes, sir; I think we can remember them; but how much shall we let our voices out, I am always afraid I shall bust something if I let my voice out too much.

P. Well, sir, let me hear you speak and then I can judge.

Do you know "On Linden when the sun was low?"

No. 1. Yes; I know that ere song.

P. Well, you may speak it.

No. 1. (Puts himself in position, and in a very high and loud voice, recites.)

On Linden when the sun was low,  
All bloodless lay the untrodden snow,  
And dark as winter was the flow  
Of Isser rolling rapidly.

P. (Clapping his hands to his ears.) Hold! enough enough. Do you all speak as loud as that?

No. 4. Just like that, sir.

P. Well, then; I'll withdraw the rule requiring you to speak so loud as you can, and beg you instead, to speak moderately, moderately, gentlemen.

But you must be sure to move and act as you see me do. Our first selection will be from Shakespeare. I told you all to provide yourselves with mantles, since the ancient Romans whom we are to personate, wore them. Under the present circumstances, I stated that your sister's waterproof cloak would answer ever purpose.

No. 2. I haven't any sister, Professor, so I got his sister (pointing) to lend me her waterproof. Will that do just as well?

P. Certainly. Now throw them over your left arms thus. (In drawing them No. 3 accidentally hits No. 4, who rubbing his arms, says.)

No. 4. What are you about, hitting around in that way? You've got to be more careful.

(No. 1 also accidentally steps on the toes of No. 2, who limps around and makes great ado.)

No. 2. Oh! oh! my corns. What do you step on my corns for, sir?

P. Gentlemen, you must be more careful.

No. 2 and 4. Why, we were just as careful as we could be. It's those fellows who ain't careful.

P. Now, then, gentlemen, in line if you please, and follow my directions. But first, I'll recite, as appropriate to the occasion, Shakespeare's "Advice to Players."

"Speak the speech, I pray you as I pronounce it to you; tripping on the tongue; but if you mouth it as many of our players do, I had as lief the town crier spoke my lines. Nor



do not saw the air too much with your hand thus, but use all gently."

I repeat, gentlemen, be sure to imitate me; it is thus you will learn.

P. "If you have tears" (throwing out right hand towards them.)

Class. "If you have tears" (also throwing out their right hands with great animation.)

P. Prepare to shed them now (puts hands to eyes and whines and cries.)

C. Prepare to shed them now, (also puts hands, etc.)

In doing this, No. 1 hits No. 2 with his sword, and he calls out:

No. 2. Oh, why are you always hitting me? I'm half inclined to think you did it on purpose. I ain't going to stand it any longer unless I have the chance to do some hitting back.

P. Silence, gentlemen. You must be willing to suffer something in the cause of education. "You all do know this mantle" (throwing out left arm and pointing with the right.)

C. You all know do this mantle, (same gestures, the various members dodging about as the swords are drawn.)

P. "I remember the first time ever Caesar put it on."

C. "I remember the first time ever Caesar put it on."

P. "Look" (throwing out right hand.)

C. "Look" (repeat gesture.)

P. "In this place" (pointing.)

C. "In this place" (pointing.)

P. "Ran Cassius' dagger through."

C. "Ran Cassius' dagger through."

P. "See what a rent the envious Casca made—here" (pointing.)

C. "See what a rent the envious Casca made—here" (pointing.)

P. "Thro' this the well beloved Brutus stabbed" (pointing.)

C. "Thro' this the well beloved Brutus stabbed" (pointing.)

P. "And as he plucked his cursed steel away" (drawing sword back.)

C. "And as he plucked his cursed steel away" (drawing sword back.) and in so doing, No. 1 hits No. 2 in the stomach which causes him to double up, and he cries out in a whining way.

No. 2. There you go again, always hitting some one, you are. And I'm not going to stand your nonsense any longer.

P. Silence, there.

C. Silence, there. (No. 2 calls out with the rest, though still pretending to be in pain.)

P. (Raising sword) Silence, I say.

C. (Raising sword) Silence, I say.

P. Now, gentlemen, listen to me. That is not found in the divine bard. Make ready, all. All ready.

C. Ready.

P. "Then burst his mighty heart" (left hand on heart and right arm over the eyes pretending to weep.)

C. "Then burst his mighty heart" (imitating gesture, and No. 2 makes laborious efforts to cry.)

P. "And in his mantle muffling up his face" (folds cloak around his head.)

C. "And in his mantle muffling up his face" (fold cloaks, etc., etc. No. 2 does this in as grotesque a manner as possible.)

P. "Great Caesar" (in a loud voice.)

C. "Great Caesar" (very loud, some saying in a tone of surprise.)

P. "Fell" (going suddenly on his knees.)

C. "Fell" (go down suddenly on their knees, and they remain in this position about a minute, and then make an opening sufficient to see out and watch the rising of the professor.)

P. Now, Gentlemen, you have had your first lesson in real elocution, where everything is done that is spoken about in the piece itself. This one was intended to show you how an audience can be made to weep. The next will be to show you how it can be made to laugh. (Exit.)

From the Scholars Companion.

## THE SCHOOL ROOM

Well, scholars, are you all here this morning? Let me see—Mary, Hattie, Annie, Willie, Charles, Anna, George, Eddie, Belle,—oh, I can't stop to call the long roll. That would take too long. Now, wouldn't it?

How many of you have tried those examples I gave you last month? I am afraid not many; but the positives and comparatives! My! if you could have seen all the answers! You will find the name of the winner on another page.

Before we commence our lessons, I want to have a little talk with you about writing letters to the COMPANION. Some of you, Mary Bright and Harry Gay, and a few others always use pale ink; and when we get hold of an envelope with Editor of the Scholars' Companion hardly legible, I say, "Oh, Mary

Bright, why don't you write with darker ink? I don't know whether to open this or not." Others of you, who write several times, and on several pieces of paper, only put your name on one piece, entirely omitting age or residence as the case may be. Don't do that. Each time you write give name, age class, address and teacher's name; and on every piece paper you send, too.

If you send a letter to the "Writing Club," or a composition, or story, in fact anything to be printed only use one side of the paper. Don't forget this. I have some scholars in a town in Pennsylvania, (I will not mention names) where they always put the things I have spoken of on every paper sent, always use dark ink, and never write on both sides of paper. What do you think of that? Don't you think they have a good teacher?

Why, I have given you quite a lecture. Might as well have called it the Writing Class to start with; but never mind, we have plenty of other studies yet. Next is the

### Grammar Class.

There are some of you who use the words in their wrong places. Now hear what I am going to tell you about some of them, and try and correct your way of speaking.

**Number. Quantity.** Number should be used in speaking of objects that are counted; quantity with those that are measured.

**Principal. Principle.** Principal means chief, both as an adjective and as a noun. It is also the name for the capital sum on which interest accrues. Principle, a noun, means a motive, of a rule of conduct, the basis on which action is taken. It is never an adjective.

**Go fetch.** "Go fetch me my riding whip." Say "fetch it," or "go and bring it." Fetch has the sense of go and bring.

**Later end.** "I expect to get through by the latter end of the week." Say "by the end of the week."

**New Beginner.** Say beginner. When one begins anything, he is new at it of course.

**Plunge down.** "He plunged down into the stream." Omit down.

**Repetition of that.** A very common error is the use of that several times in a sentence in which it need occur only once. It "does not follow that, because there are no national banks of issue at the South, that there is necessarily an insufficiency of currency there. "Either of the that's may be omitted; one of them should be, by all means. Sometimes that is omitted when it should employed. "Such at least was his opinion, and we suppose he was right," should read, "we suppose that he is right." The omission of that in such sentences is, however, permitted in familiar style. In the following lines the word that is used to exemplify in its various significations:

Now that is a word which may often be joined,

For that that may be doubled is clear to the mind;

And that that that is right is as plain to the view

As that that that that is rightly used too;

And that that that that that line has is right,

In accordance with grammar, is plain in our sight.

**Double Negatives.** Two negatives used in the same clause contradict each other, and give the sense an affirmative. Yet nothing is more common than to use two negatives in this way. "I did not do nothing," or "I didn't do nothing," means that "I did do something." Say instead, "I did nothing," or "I didn't do anything."

**Than him.** "You are stronger than him." Say "than he:"

**It is me.** Say "it is I."

**With James and I.** Say "with James and me."

**Not me.** Say "it was not I."

**I am him.** "I know I am him whom he meant." Say "I am he whom he meant."

**Was it her? was it him?** Say "was [it] she? was it he?" Very often in such cases the one is used instead of one of the pronouns. Thus we may say "that is the one;" "he is the one;" "was she the one?"

**Which for who.** "The man which you saw." Say "the man whom you saw." Which is applied only to animals.

**Them books.** "Give me them books." Say "those books."

**Such for so.** "Such distinguished virtues seldom occur." Say "virtues so distinguished," or "so distinguished virtues."

**Between you and I.** Say "between you and me."

Here is an easy puzzle, which you can find out by yourself.

Two pronouns joined correctly, show

A garden herb you all do know.

Who knows what this is?

In what word of seven syllables does the same vowel occur in six of them?

One more and then I will dismiss the grammar class. What word is always pronounced wrong? I shall give a reward of merit for the first three correct answers. Who will get them?

### Class in Natural History.

Well, who is ready with some anecdote about animals? What a lot of hands are raised. Neddy Barker, you come from Ohio. What have you to say?

"I read this in the paper the other day, and cut it out to send to you, and here it is," says Neddy:

George Friesbach, about 14 years of age, was accidentally shot, while hunting, near Volcano, Neb. His dog at once started off to make his mishap known at home. Reaching his destination, he began to whine and run back and forth through the house to attract attention, on gaining which he instantly started off in a direct line, as though desiring to lead the way somewhere. Thereat some men set out with the dog as their guide, and the dog manifested unmistakable symptoms of joy. He led the way straight to the wounded boy, and the boy was saved.

Very good, Neddy. Send some more.

Who comes next? Well, Bessie Brown may tell us something. She looks as if she were ready. What, something that you have read? Let us hear it.

It was in the month of July, a hot summer's day. Just before the battle the sentinels of King William's army felt uncommonly tired and sleepy, and very much inclined to take a nap; notwithstanding the near neighborhood of the enemy. Of course, if grown up soldiers fell asleep, a little drummer-boy could not be expected to keep awake. While he slept his companions nodding around him, a little wren espied some crumbs upon his drumhead, and straightway hopped upon it to pick them up. The noise of her little feet and beak tapping on the parchment woke the lad, who spied the enemy advancing, and instantly gave the alarm. But for this little bird the sleepers might have been surprised and the events of the day altered. As it was, the skill of William won him the victory and James fled beaten from the field.

First rate, Bessie. That is a good story. Now, listen to what I will tell you:—A vessel stopped at the port of Bahia, Brazil, and some of the voyagers went to Santo Amora, a town about twenty miles distant. There a new line of tramway had recently been laid, with a sharp incline to a steamboat wharf. Dr. Thompson's party arrived in season to take the trial trip on the new tramway. As the truck that carried the party went down the incline, the agonized cries of a child, followed by low moans, were heard apparently from beneath the wheels. Instantly the break was applied and the truck stopped with a sudden jerk. The scientific party jumped out and looked around and under the truck in vain. A lot of swarthy native children stood near the rails, looking on vaguely and curiously, but not as if anything had happened to any of their number. When the passengers, mystified, returned to their seats, a parrot hanging in a cage on the truck, burst out into a loud, mocking laugh, and was at once recognized as the performer in the previous screaming and moaning. Was not that a cute parrot? Here comes Tiny Fairchild. We must certainly hear what she has to say.

One day last summer, when I went to take a walk, my cat whose name is Jet, wanted to follow me. She did not want to leave her little kitten, and wanted to go with me. She would come after me for a little ways, and then begin to cry, and run back to the kitten. She did this several times, and finally, staid with her kitten, crying and mewling for a long while.

She must have been very fond of you, Tiny, we should like to see her.

### Mythology Class.

Lena Harris and others want to hear some more about ancient mythology. So you like it, do you? Well, here it is.

Another of the Greek mythical tales relates to Dionysius, the god of the vine and its fruits. There are many stories told of his birth, the most popular relating that Cadmus, his mother's father, and King of Thebes, on learning that he was born, put him with his mother in a chest, which the sea had cast upon the shores of Brasias. The baby lived, but not its mother. Dionysius was brought up by Ino, on the top of a mountain. He gradually attained fame and glory, but only by passing through toil and danger. He at last resolved to leave the place where he had passed his youth, and having journeyed to the sea, he stood on a jutting rock, where his purple robe rustled in the breeze. The splendor of his form attracted the eyes of some Tyrrhenians who were sailing by. Leaving their vessel, they came to the rock, and seizing Dionysius, bound him with strong bands, which fell from him like leaves from a tree in autumn. In vain, the helmsman warned them to have nothing to do with one who belonged to the race of the undying gods; but as they sailed away with Dionysius, suddenly there ran over the deck a stream of purple wine, and a fragrance as of a heavenly banquet filled the air. Over the masts and sailyards a vine clambered; round the tackling, were masses of ivy mingled with bunches of glistening grapes, and bright garlands shown on every oar-pin.

The sailors, smitten with fear, crowded round the helmsman, when suddenly a loud roar was heard, and a tawny lion and grizzly bear stood fronting them. The men leaped out of the ship, and were changed into dolphins; and Dionysius, once more taking his human form, rewarded the helmsman for his kindness, and brought a north wind which carried the ship to the land of Egypt. He journeyed now through many lands—India, Ethiopia, and other countries, followed everywhere by crowds of women, who worshipped him with wild cries and

TO BE CONTINUED ON PAGE 8.



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## New York School Journal,

AND

EDUCATIONAL DIRECTORY.

NO. 17 WARREN STREET, NEW YORK.

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The SCHOOL JOURNAL can be obtained of any news-dealer in the United States. The American News Company of New York, general agts.

We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, FEBRUARY 23, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.

## State Certificates.

At the examination for State Certificates, (the questions for which were published in the JOURNAL some weeks since) the following named persons distinguished themselves and were awarded the honor they sought. We give the names with pleasure, because several of them are subscribers to the JOURNAL. It is a fact worthy of consideration that at each State Examination some of our subscribers win this high honor. We can only account for it by believing to be true what we have long suspected—that the subscribers to the SCHOOL JOURNAL are eminently scholarly and able; or it may be that the reading of the JOURNAL proves a good preparation for the difficult questions: Frank S. Hotaling, Albany; Hugh Kelso, Stuyvesant; Chas. Melville Bean, McGrawville; Geo. V. Chapin, Chapinville; Henry Homer Hutton, Waverly; Agnes S. Brown, Versailles; Nellie Anderson, James S. Eaton, J. H. Hauren, Mary W. Plumer and Wm. S. Pelletrean, New York City.

## An Open Letter to Teachers.

Criticism will constantly be directed towards those who direct others. The constant question will be asked, "Are they themselves what they wish others to become?" This judgment causes more teachers to fail than the examination bench. The motives that brings so many to the school-room are simply temporary; they teach for convenience—it is the easiest occupation; as if John or Peter went to "teach all nations because that was the most convenient and handy way to get a living!" But whatever brings a man or woman into the school-room, he must not stay there if he finds his spirit is against the spirit of the place; or rather if his spirit is not with the occupations there undertaken.

But how, the teacher asks, shall I bring myself to love this occupation which has so many unpleasant features about it? It is to answer this we write. The work of teaching is many-sided. It is a good and noble and not unpleasant work. Some men and women are doing it as Angelo painted; some are doing it hideously; they go to it "like the galley slave, scourged to his dungeon." They hate it, and seize on any excuse to leave it. Offer them a penny a day more and they quit it, without snapping a single tie; for there were no ties binding them to it.

The teacher should value his profession. Day by day he should strive to look up the beneficent effects of education; he should read history and biography to see what education has done for the human race; he should see that vice and murder only show the need of education.

A certain church member was convicted of forgery, and a cynic said, 'See what religion has done; his friend replied "that is what a lack of religion has done." Do your scholars fight or swear? They are not educated. Are they rude to you and to each other? They are not educated. The teacher will by a careful consideration, see that his profession lies at the base of civilization, and is therefore intrinsically valuable in the highest degree.

The pupils will go forth as forces in the world, to bless or curse it. Which? That depends very much on you. These children are worth saving; in them is the hope of the world. Value the children; do not look at the coarse and rude as of little account. Go to the playground, or into the street and watch the order of things; see who is the powerful and influential one there; "go for" that one when he comes into your school-room. The teacher will learn in time that the school is simply for the children; it is to insure their progress and right development. The work you do is as good as any, considered simply as work. Let no one delude you by saying that this or that work has less care and perplexity. Your work, if you bring your heart to it, is worthy of your appreciation. Do not under-value your work.

As to specific means for the teacher's improvement we can think of none so helpful, none so cheap as the constant reading of the NEW YORK SCHOOL JOURNAL. This brings you in a year 600 pages bearing almost exclusively on education. The reading of this will enlarge and benefit the mind of the teacher on all sides. Those who do not have it to read little know what deserts their minds are compared with the gardens they might be. They go to their school-rooms today the same beings they were when they left it yesterday. The sponge that has been tightly squeezed is the fittest figure for their minds. The class is before them, but they have no "fresh instruction" which the poet tells us is so delightful to pour over the young mind. They commence to turn the unlubricated machinery with many a pang and pain. The constant feeling is that they have no resources, nothing "to fall back on."

The readers of the JOURNAL are in no such perplexity and poverty. They find constant help in its pages; they learn the methods employed by successful teachers; they ascertain the sure foundation underlying their work as made plain by eminent educational writers and build thereon. Hence it is a matter of professional and pecuniary importance to every teacher that he reads the NEW YORK SCHOOL JOURNAL.

## Reduction of Salaries.

We have received a number of communications from teachers in regard to the reduction of salaries; they are too long to be printed in full. One written by "C" states the matter very clearly without any sharpness and severity; it is entitled: WHAT WE THINK. "The citizens have raised certain amount of money for the schools, and the Board of Education are to distribute it in such a way as to derive the greatest possible good to the pupil. We think this should include justice to us; it should disturb us as little as possible. But what has been done? Why the principals, vice-

principals and teachers in the grammar schools receive the burden of the reduction. It is the unequal distribution that we complain of. We think the true plan should have been to spend less on new buildings, the Nautical school, compulsory education, books, office work, superintendents, and evening schools, and finally to have cut off say three per cent. from all salaries. There are seats for 11,000 more children than come to school now, why should \$348,000 be spent for more buildings? We think the nautical school is a mere hobby the city neither needs nor can afford; as good reasons can be found for having a *crispinary* school. We think Compulsory Education simply means, paying \$1,300 a year to ten or twelve able bodied men to see why a few scholars stay at home! The whole thing costs \$20,000 per year. This we used to accomplish by sending the boy out and at no cost at all. If this is to be done why not hire a boy in each school to 'run and see why John was out yesterday' for this is all it amounts to. The cost of books is \$155,000. This, we think, could have been reduced to \$50,000. I am saying now what I know. I am saying what the principals would be willing to agree to. This is a fruitful subject, Mr. Editor; if your space permitted, I could show you that the constant visitation of the schools by ten able-bodied men in the employ of the publishers, has to be paid for. New books are added to the list at every meeting of the sapient Board; the principals are cajoled by the 'Ten' into 'introducing,' and thus a useless expense is incurred. There are enough old books in decent repair, to furnish the schools a whole year—now lying in our book cases. We want some ink, and a few writing books occasionally. Every scholar should furnish his own pencils. But this is a large subject; it is sufficient that the principals dare not say anything for fear of offending the book agents, and thus a deliberate swindle of \$100,000 goes on annually. As to office expenses I cannot say much but rely on ex-mayor Wickham, who knows better than I do; at all events, when we visit the Board there are always a half dozen employees who are doing nothing. The salary of Mr. Bourne, we think, was well earned, as the evidence of his usefulness and hard work was apparent. Why he should have been cut down \$500 and Mr. Kiernan \$250, has made some of us stare. The superintendents, we think, should share the reduction pro rata. We have no quarrel with them; they are indispensable. The evening schools should be reduced in number very considerably; four other such schools as the High School would be better than forty such as many of the evening schools really are; only let in those that will come regularly and continuously. We think it a proper reduction had been made on these departments, there could have been saved enough to meet the deficiency with a reduction of salaries all around of not over three per cent. I have said nothing about French and German, but, candidly, we think the smattering obtained does not pay at all for the outlay. We have nothing to say on the subject, of course, nevertheless we think a good deal, and if any principal could have his own way, he would drop the modern languages at once. But, Mr. Editor, I suppose knowledge of the teachers, has shown you that no greater set of arrant cowards exists. Between the Trustees, Inspectors, Commissioners, Book Agents and some noisy and officious citizens in each district, they are in constant dread. They become all things to all men' as the apostle commanded. So that no one principal has back-bone enough to say 'I am for dispensing with French and German.' The same may be said of music. In some wards the music is a farce—so we think. For things are different now from what they were when the special teachers of music were appointed; now there is in every school (or easily might be) one person who can lead in the music and do as well as the special teacher—and in many cases much better—we think."

ANOTHER comments freely on the division of the Commissioners into classes. "The planning is done by Messrs. Walker, Wickham, Hazletine and West; evidently the rest do not give enough time to know what is going on. Several of the members evidence great ignorance of school matters. Ought not Mayor Ely to come up and see how his appointees do their work. Then there are those who seem to consider the teacher a little, such as Messrs Halsted, Beardsale, Wood, Mannierre, Jelliffe, Bell and Traud. Then there are two or three non-committal gentlemen, Messrs. Cohen, Donnelly, Wheeler, Place and Katzenberg." This lady has her eye on you, Messrs. Commissioners.

ANOTHER sends us a piece of poetry that is quite sarcastic—Mr. Walker is said to be

"An old hard-hearted 'bach,'  
Who never yet has met his match."

This was "not meant for publication but was made up one noonday by some young ladies in reduced circumstances."

Another teacher complains, and with justice if the matter is stated, that it has been said to her by a commissioner "If you do not like the reduction some of your assistants will be glad to take your place even at that figure." This is impertinent, as any one knows. It is no answer to one who remonstrates with



the headman that it is better than being hung with a rope.

Another complains that "no notice had been given that January's salary was to be diminished." This is an error; notice was given in December last, but it was curiously worded. "Any reduction that shall be necessary shall apply to all the months of the ensuing fiscal year."

Another makes a suggestion that is worthy of the action of the Board. "The salaries of every grade should be fixed by the Board and not by the Trustees; they should be uniform throughout the city. Every grade should have the same fixed salary, say \$600; teachers of five years successful experience should have an increment of \$50; in four years more, another increment \$50; in three years more, \$50 more; in two years more, \$50 more; the next year \$50 more, or maximum salary, no matter what grade she teaches."

We lay aside the correspondence, feeling certain that the Board of Education erred in not retaining the 10 year rule for principals. The question simply is, what is a reasonable number of years. It could have been arbitrarily fixed at 20 years or 25. Taking into consideration the number of years that will elapse before a teacher becomes a principal, ten years is long enough. Or, amend it to say "14 years service as teacher and principal."

## NEW YORK CITY.

### New York Board of Education.

The Commissioners met Feb. 11.

**Present.** Messrs. WOOD, BEARDSLEE, BELL, COHEN, DONNELLY, DOWD, GOULDING, HAZEN, HALSTED, MANIERRE, KATZENBERG, KELLY, TRAUD, VERMILY, WEST, JELLIFFE, WICKHAM, WALKER, WATSON.

#### THE SUPERINTENDENT'S REPORTS.

Examinations had been held during January, in 8th and 18th wards.

No. of classes examined	145
" " found excellent in instruction	80
" " " good " "	27
" " " fair or deficient " "	8
" " " excellent in discipline	125
" " " good " "	18
" " " fair " "	2
" schools " excellent in gen'l management	10
" " " good " "	4

The teachers of several of the classes reported as deficient have previously been reported and action should be taken to secure more effective instruction.

#### EVENING SCHOOLS.

No. of classes examined	218
" " found excellent in instruction	115
" " " good " "	96
" " " fair " "	9
" " " excellent in discipline	173
" " " good " "	43
" " " fair " "	8
" of schools found excellent in management	23
" " " good " "	5
" " " fair " "	1

The work performed has been more satisfactory than any preceding term. The attendance is not so large. They began with 9,477, they ended with 6,324.

The total enrollment for January was 117,34, average attendance, 105,956; 801 pupils were refused admission.

#### THE LEGISLATURE.

Sent a request for the names and salary paid to each person employed by the Board of Education in 1877 and to be paid in 1878.

#### NAUTICAL SCHOOL.

The Committee on this school proposed to open a class for the instruction in seamanship, science of navigation, etc., without additional expense. Adopted.

#### SUSPENSION OF PUPILS.

Supt. Kiddle also asks for a rule by the Board regulating the temporary suspension of pupils. Many principals appear to be under the impression that they are empowered to deprive children of the right to attend school without regard to the State Law and the By-Law.

The Committee on Buildings, asked to rehire P. S. building No. 7.

Mr. Watson said it was not safe in case of fire; nor well-lighted; that No. 9 built at the cost of \$70,000 was near where plenty of room was to be found. Mr. Bell was against rehiring; Mr. Goulding was in favor of it; so was Mr. Jelliffe. Mr. Watson re-stated his arguments against it with great force.

Mr. Bell in voting no said he did it in the interest of 400 children. Voted not to rehire.

Mr. Watson offered a resolution that the desirability of closing P. S. No. 6 and consolidating it with P. S. 9, be inquired into by Com. on Salaries and Economy; also that the trustees be notified of this action.

The application for a new G. S. building in E. 46th St., was denied.

The Finance Committee reported in favor of appropriating \$239,300 for salaries.

The Teachers' Committee reported against the appeal of Miss Foley against the action of the trustees of the 11th Ward, removing her from the position of assistant in P. S. No. 31.

Also against the removal of Miss Kate Hibberd, V. P. P. D., G. S. 37, as asked for by the trustees of 12th Ward.

The Evening School Committee recommended to accept the resignation of Chas. Roberts, teacher of elocution in the High School; also to reduce the pay of the janitor of that school to \$2.50.

**EVENING SCHOOL NO. 42.**—The closing exercises were held on Monday evening, Feb. 17. This is the largest school of the same grade in the city, the average attendance during the term being nearly 600. About 500 pupils were present, and 320 certificates and many prizes were awarded to the most meritorious. A varied programme was offered to the friends of the scholars. The chorus singing, solos, recitations, etc., being so excellent as to merit special commendation. The best of it was a valedictory by L. E. Prendegast, and an address by the same which accompanied the presentation of a pair of opera glasses to E. D. Farrell, teacher of the first class. Addresses were made by J. C. Clegg, Esq., the newly appointed Trustee, and by J. Wright, Principal of the school. The order was excellent, and the efforts of the indefatigable trustees and teachers were every where apparent.

**GIRL'S EVENING SCHOOL 8TH WARD.**—The Closing Exercises of this school took place on Friday evening at Ward School No. 38, consisting of songs, recitations, readings and a rubber band exercise by a class composed almost entirely of Italian children under the direction of the Principal, forming a somewhat novel and very pleasant feature of the entertainment; that is, novel for an evening school. These little strangers, nearly all of whom were under thirteen, have no other means of learning how to read and write the English language; and their neat writing books, which with those of the other classes were laid on the principal's desk, for inspection showed how faithfully the work of Miss Lottie Norcott, their teacher had been done. "The Curfew Bell," a concert recitation by the second class under Miss Maggie E. Scanlon, was more than well rendered, as were also the reading of "The Inquiry," by Miss Georgianna Dugan's class, and the recitation "The Mind and the Moon" of the girls in charge of Mrs. Mary D. Loomis. Miss Dace a graduate of No. 8, who always delighted the visitors of that school at its receptions in past years, gave a great deal of pleasure by her beautiful rendering of "The Engineer's Story," while the music under the direction of Mrs. Hartt also of No. 8, who had offered her services for the occasion, there being no music teacher in the school, was all that could be desired. Tickets of admission both for themselves and friends having been distributed among the girls, the audience was such as any school might of been proud of. Commissioner Benjamin Manierre made some very pleasant remark complimentary both of the order on that occasion and of the work done in the school, as he had witnessed it on two other evenings when he had been present. Mr. Charles H. Housely one of the trustees of the 8th Ward in his usual felicitous manner presented the medals and other prizes given by the principal and teachers and added much to the pleasure of the evening. Owing to sickness and other causes, a number of changes have taken place in the school, which has affected its attendance and discipline very materially, but the order and nicely rendered exercises showed the newly appointed principal, Mrs. E. T. Kilmer and her teacher's had done their duty.

**EVENING SCHOOL 29.**—The closing exercises of this school took place on the evening of the 18th and drew out an immense number of the citizens. John McIntire, chairman of the trustees presided and gave out the certificates to pupils; he also awarded a large number of prizes to those who had been named as diligent and well-behaved; these were the gifts of the principal, Mr. O'Brien and the assistant teachers, Mr. Sullivan, Miss Nelligan and Mrs. Smith. Mr. O'Brien had offered a silver watch to the one who attended every day; there were a dozen who laid claim, and drew lots. It was awarded to Master Sherwin, a very faithful boy in the first class. The exercises were very interesting, consisting of recitations, dialogues and singing; the latter directed by Miss Macarthy, who has labored diligently in teaching music. Considering the many depressing circumstances the school has been a substantial success this winter; an unusual number of the pupils on account of the hard times sought for work even for an hour an evening, or three evenings in a week, yet it is just and right to say that even spite of all these, on account of the earnestness of the principal and his assistants a good work has been accomplished. The trustees were ready to second their efforts and rejoiced at every token of progress.

Miss CARRIE A. MCCOLLISTER gave a Musical and Literary entertainment at Steinway Hall, Saturday, Feb. 16th, assisted by the following artists: Mr. Arthur T. Hills, tenor; Mr. Henry C. Thunder, organist, Mr. Heinberger, pianist, Miss Emma Celia Terry, soprano; Mrs. Anna Buckley Hills, soprano. Miss McCollister read "Battle of Fontenoy," "Curse Scene from Debough," "Legend of Bregeidz," and "Margery Eee," as encore. All of her selections were warmly applauded, "Margery Lee," a simple little poem, but delivered in a very life-like manner, in particular Mrs. Hills sang charmingly, and without effort, Mr. Hills accompanying her in an Italian song, their voices blending harmoniously. Mr. Heinberger played several pieces of

music, one of which was his own composition entitled "Caprice Waltz." On the whole the concert was very satisfactory.

**THE AQUARIUM** on Saturday afternoon, was the scene of a large and attentive audience watching the performances. We were struck with the large number of children present, and especially the many boys. The hippopotamus and giraffes were exhibited, short histories being given of each. Trained horses performed the most astonishing feats—jumping through hoops of fire, leaping gates, see-sawing, rolling barrels, setting off cannons, and other acts equally remarkable. One horse, Nettle, a perfect beauty, pure white, leaped over four horses and a wooden gate. Another, found a handkerchief, after the clown had hidden it among the sawdust. Two goats rode on the back of as many horses while they were galloping, leaping on the table and back again. The horses were of beautiful shape, fully equal to those which were in Barnum's Hippodrome a few years ago, and were so celebrated for their beauty. They seemed to know their names, and understand every word addressed to them by the exhibitor. A troop of trained dogs went through with a number of performances—dancing, see-sawing, etc., which they really seemed to enjoy—ending up it with a sort of play, viz: one of the dogs steals a collar, is seized, hung and taken off in a wagon by the others. The audience were delighted with every thing, and reluctantly left the hall upon the conclusion. The fishes and sea lion were still there, also two monkeys peculiar for their likeness to the human race. The horses and dogs are exhibited at 2 and 8 o'clock, P. M., every day. Go there and see how you like it. We guarantee a successful and pleasing performance.

**THE LODER Testimonial** was held at Steinway Hall, Feb. 18th. Mr. James Caulfield, and Mr. George W. Morgan each gave organ solos; Mr. James Harton, two songs; Mme. Clara Brinkerhoff sang in a fine manner two songs; Mr. W. F. Mills, a piano solo; and Miss Fannie Goodwin sang, Mr. Homer N. Bartlett, a talented pianist, disappointed the audience, with his non-appearance; but his place was ably supplied.

Mme. Loder—for whose benefit the concert was given—was born in London, and received her musical education at the Royal Academy of Music. She made debut in 1840 with Braham, at New York, and was the first to sing the soprano roles in this country in the celebrated oratorios of "The Creation," "Elijah," "Last Judgment," etc.

OUR Correspondent (Lindley Murray) will teach at Mr. J. C. Henderson's office, 18 Court street, Brooklyn. He will confine himself to English Grammar and Book-keeping, four evenings, weekly. Any young men or even good book-keepers and accountants requiring a drill in either, would do well to give him a call. We can commend him with great pleasure as a teacher of grammar and mathematics. He has been long in the field and is full of genuine enthusiasm.

(For the NEW YORK SCHOOL JOURNAL.)

### Some Things.

The reform in English spelling leads me to ask why the word *program* should be burdened with two m's and a silent e. Carlyle writes it *program*, Worcester and Webster admit the correctness of this form. English use sanctions it, and good sense approves it. Why should our educational journals, one and all, not join in this reform?

In writing numbers in United States money, why should the sign of the denomination depart from the use in other tables. We write 100 lbs., 17 yds., 160 acres., 20 bla., 16½ bu. Why not consistently write numbers in U. S. money in a similar manner? We read 100\$, 17,150\$, 1,025\$. Why not write and print the dollar mark after rather than before these numbers?

Is Webster correct in his pronunciation of the French word *petit*. Is Webster's derivation of the word *rabble* correct? In this he differs from Worcester? If it is correct in speaking and writing to use the expression *differ with*, why do not our grammarians agree upon the fact?

Is Professor Mathews, in "Words: Their Uses and Abuses," page 345, supported, by proper authority in calling *like* a preposition?

Should not the word *opposite* be allowed a place among prepositions by our grammarians and etymologists? Would not the use of the word *grammatic*, in such-expressions as, grammatic error, a grammatic mistake, meaning a violation of correct language, be preferable to the word *grammatical*. WESTERN.

THE junior class at Williams College are raising money to procure for the college chapel a memorial window, in honor of the Professor Sanborn Tenney. This of the last late class that enjoyed Professor Tenney's instruction, and the one whose work under him was so highly complimented by the Examining Committee, at the last commencement.



Continued from page 4.

songs. At last he returned to Thebes, where Cadmus had made his son Pentheus king. He was received by the latter with great suspicion, on account of the strange rites which he taught the women. Dionysius is said to have brought back his mother from Hades, and to have led her to Olympus, where she was known under the name Thyone. Europa was, according to common story, a daughter of Telephassa, and a sister of Cadmus and Phoenix. She was born in Phoenicia, whence in her early youth she was carried by Zeus, in the form of a white bull to Delphi. Telephassa ordered her sons to go in search of their sister, and herself accompanied them as far as Thessaly, where she grew faint and died. Cadmus went on, and received tidings that his sister was at Delphi, and that after he had found her he should follow a cow, who would lead him to the spot where he was to build a city. Having thus found his sister, he left Delphi and as they passed along, a cow rose up and went before them, lying down to rest only when they reached the spot where Cadmus built the city called Thebes. The name Europa expresses the broad-spreading light of the dawn, which is carried from east to west by Zeus, represented in the oldest poems under the form of a bull. Phoenicia, where she is born, means the purple land of morning. Telephassa—she who shines from afar. Cadmus has been identified with the Syrian word Kedem, the east. Antigone means the pale light which springs up opposite to the sun at his setting.

Saturn was a Latin god who has been identified with the Greek Cronos, with whom he has no features in common. The name denotes one who sows seed, and Saturn thus answers more nearly to the Greek Triptolemus. His wife, Ops, was a goddess of wealth or fertility. As Saturn was said to have vanished from the earth when his work was done, it was thought that the land of Latium received its name as being his hiding place.

Aurora was the goddess of morning, identified with the Greek Eos. It is connected with the Sanskrit Ushas, a name for the dawn, from a root which is common to the Latin aurum, gold, and urere, to burn.

Avernus. This name was given to an Italian lake near Naples, which was supposed to be the entrance to the infernal regions.

#### Class in Geography.

Who can read this story? To the first one who does so correctly we will give a book of recitations.

My cousin, a city in Italy, a city in Mississippi, owned a river in Rhode Island, which resembled a city in Arkansas. It was given to her while she was visiting at a bay in Maine. On one side was a lake in Maine, two a bay south of France, and a place to mountain in California a hole for the purpose of hanging it up. She put it on a city in Massachusetts, which stood on the mantel. The directions for taking care of it were, not to city in Maine, jerk it, neither to run city in Connecticut, while holding it, also not to heat it lest it should a city in Switzerland.

Not long after my cousin received this valuable present, she made a trip to England. A large island east of British America which was as white as mountains in Africa, and a sea in south of Asia that was sea south of Europe as midnight were left behind; and with plenty of gulfs west of Africa, and cape off the coast of Africa, she bade cape off the coast of Greenland. The air was cape of the coast of Iceland, and we were glad to city at the mouth of the Seine start, on such a lake in Maine day. She took dresses with her of these colors mountains in Vermont, sea between Arabia and Africa, mountains in New Hampshire, sea east of China, and mountain in British America. I asked her to bring to my city in the south-eastern part of France a island east of Africa. She willingly consented, and when after a two months visit she returned she gave me a large bottle of city in Germany. Next month we will have a literary class. As many as can, send in a quotation on "Ambition." Study hard at school, and write often to the Editor; and now good by until next month.

#### History Class.

Some interesting dates.

	A. D.
Grist-mills invented in Ireland	214
Hour glass invented at Alexandria	240
Saddles in use about	400
Bells invented	400
Glass for windows first used	450
Shoeing of horses introduced	481
Water-mills for grinding	555
Pens for writing first made from quills	635
Buildings of stone first introduced into England	670
Lanterns invented by king Alfred	890
Paper first made of cotton	1100
Compasses invented about	1200
Colleges for Education first established in Paris	1215
Linen first made in England	1253
Magnifying-glasses invented by Roger Bacon	1260
Wind-mills invented	1299
Spectacles invented by Spina	1299
Looking-glasses made only at Venice	1300

Gunpowder invented	1330
Cannon invented	1340
Painting in oils invented by John Van Eyke	1352
Cards invented in France	1380
Spurs in use about	1400
Hats invented at Paris	1404
Muskets first used in France	1414
Paper first made from linen rags	1417
Pumps invented	1425
Engraving for printing on paper first known	1428
Printing invented by Faust	1441
A Latin Bible, the first book printed from type	1450
Electricity discovered	1467
Almanacs first published in Germany	1470
Violins and watches invented	1477
Modern canals first made in Italy	1481
Tobacco first discovered in St. Domingo	1496
Chocolate introduced into Europe from Mexico	1520
Spinning-wheel invented at Brunswick	1530
Needles first made in England by a native of India	1545
Stockings of silk first worn by Henry II. of France	1547
Knitting stockings first invented in Spain	1550
Circulation of the blood first published	1553
Fans first used in England	1572
Coaches first introduced into England	1580
Telescopes invented in Germany	1590
Tea first brought into England from China	1591
Coining with a die first practised	1617
Steam-engines invented by Savery	1618
Thermometers first invented	1620
Microscopes first used	1621
Coffee first brought into England	1641
Air-guns invented	1646
Railroads first used, near Newcastle-upon-Tyne	1650
Air pumps invented	1655
Clocks with pendulums first invented about	1656
Fire-engines invented	1663
Barometers invented	1670
Guineas coined in England from gold brought from Guinea	1673
Buckles invented about	1680
Signal-telegraphs invented	1687
First Newspaper in America printed in Boston	1704
Stereotype printing invented at Edinburgh	1725
First ascent of a balloon in France	1782
Sunday-schools first established in Yorkshire, England	1784
Lithographic engraving	1796
First steamboat succeeded in the North River	1807

Of course I do not expect you to remember that long list of dates, but then you can read them over, and see when articles, that are now so common were first invented. Now, you shall have something to work over. Get an ancient history to help you. The first one who answers this correctly will receive a reward of merit.

**PUZZLE.**—The first two letters in the name of the greatest of the seven sages of Greece; the first letter in the name of the founder of the ancient Persian Empire; the first letter in the name of one the most celebrated cities in the world; the first two letters in the name of a famous general of the Huns, usually called the "Scourge of God;" the first letter in the name of one of the greatest mathematicians of antiquity. The first letter in the name of the birth-place of Pythagoras. The letters combined will form the name of a great ancient philosopher.

#### Talks by Uncle Philip.

To-day, scholars, I shall tell you something about the various products of the earth. It has always seemed very wonderful to me that such different things could grow out of the same ground. All of our fruits, oranges, bananas, and apples draw their luscious taste from the soil, and when you take this soil up and look at it you cannot see anything in it; it is so common, that you call it dirt and think it vile. I want you to be respectful to dirt; for not only out of it grow all things, but originally the Lord made us of the same substance. I was traveling some years ago in Central America, in Guatemala, and there I saw them raise cochineal. If you have not seen any of this curious substance step into a drug store and ask the druggist to show it to you. It is an insect and it lives on the cactus plant. The cactus plant you know very well; many keep them in their houses. The kind the Guatemalans set out has broad and thick leaves, and grows from three to five feet in height. The cochineal insects are placed on the leaves and they feed on this and grow stout; then the owner brushes them off into baskets and carries them to the house where they are roasted enough to kill them, then they are shipped off to distant countries. If you ask what we want with them, I can easiest show you by pointing out that beautiful pink silk that Anna has tied up her hair with; it is used to form the most beautiful dyes.

In the same country they raise coffee, and I saw many plantations. The trees are planted in rows and give the ap-

pearance of a young peach orchard; they are from five to eight feet high; the leaves are of a dark green color. As the trees are planted about ten feet apart, a beautiful grove is formed. When the blossoms are put forth no sight is more charming, and they are as fragrant as roses. Next the fruit appears and grows rapidly; it resembles our cherries very much, and this too, is a very beautiful sight. When the berries are of a deep red, or purple, they pick them and run them between some rollers which mash the pulp, and lets out the two coffee grains or seeds inside. The pulp is washed away, the berries are dried and put into bags and sent to us.

There has been a great deal of thought bestowed on the soil, for sometimes very queer things occur. On the soil that was thrown out of a deep well some plants grew entirely unlike those found in the vicinity. Now the seeds must have been in the soil, and hence, men of science believe that the earth contains seeds that will grow if they are brought out into the sunlight. A good many years ago when I visited the head waters of the Mississippi, I found the common plantain growing by the side of the paths made by the Indians; I could never account for its appearance here; it never is found except in and about where people walk.

Whence come the soil? I do not mean the black earth, for that is caused as you know by the decay of vegetable matter such as leaves, grass, etc. I mean the earth such as the farmer ploughs up, or the man digs up in forming ditches; it is generally of a light color; sometimes it is clay, sometimes it is sand, sometimes both mixed with gravel or small stones. Now you may think it strange but it is true, nevertheless, that the soil is formed by the grinding up of the rocks. If you take a slate pencil and wet the end of it and rub it on your slate or a stone, you will form a fine kind of paste; it is a clay soil. If you take a piece of granite and throw it on another piece of granite you will form sand and that is the way the vast piles of sands have been formed.—*Scholar's Companion.*

**TEACHING** is an art. Men don't pick up art skill without much close study and patient toil. To teach is not like pouring grain into the hopper of a mill. To teach is to develop—to train, to make men wiser, better, purer, happier and the music teacher has much of this work to do. To teach, requires more than mere knowledge affords, more than a mere acquaintance with the subject to be taught. He who aims to train the minds and hearts of pupils, ought to know something about the mind and heart of the pupil. The man of great knowledge is not necessarily qualified to teach because of his learning, no more than he may be gifted to speak in public. To possess or to acquire knowledge is one thing, to impart it to others is quite another. Yet few will recognize this fact.—*Brainard's Musical Monthly.*

**MR. WILLIAM WOODFALL**, the son of the celebrated printer of the *London Public Advertiser*, in which the "Letters of Junius" first appeared, undertook, without any assistance, the arduous task of reporting the debates of both houses of Parliament, day by day, in his father's paper, and afterwards in other journals. This gentleman possessed a most extraordinary memory, as well as wonderful powers of literary labor. It is asserted that he has been known to sit through a long debate in the House of Commons, not making a single note of the proceedings, and afterwards to write out a full and faithful account of what had taken place, extending to sixteen columns, without allowing himself an interval of rest.

In Brooklyn lately, while several boys were firing with shot-guns at a mark, David Sweeney, aged fifteen years, pointed his gun at a companion, Thomas Rourke, and shouted, "Look out, I'll shoot you!" The charge entered Rourke's neck and killed him instantly. Sweeney was arrested with his companions. He said that he supposed there was no charge in the gun, and he only intended to snap the cap. The boys Sweeney and Rourke were school-fellows, and on good terms.

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And to all who, in consequence of overwork, or any other cause, find themselves suffering from a gradually increasing brain and nervous exhaustion, and who feel that they are slowly losing vitality and the power to do their best.

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COMPOUND OXYGEN is an agent which acts on scientific principles, and in complete harmony with natural laws and forces. It is a safe nature to remove the effete carbonaceous matters which have accumulated in the system in consequence of our bad habits of respiration, and thus restores to her the normal control of all the vital activities.

COMPOUND OXYGEN does not cure by the substitution of one disease for another, as when drugs are taken, but by an orderly process of re-vitalization. To the overworked Student or Professional Man, who finds himself slowly losing vitality and power to do his best, Compound Oxygen offers an almost certain means of relief and restoration.

Consumption, Chronic Catarrh, Oozes, Asthma, Dyspepsia, Diabetes Paralysis, and some of the most painful Nervous Disorders have yielded, in a very large proportion of cases, to its re-vitalizing a curative power. WHO HAVE BEEN CURED BY COMPOUND OXYGEN? We could give the names of a large number of persons in all parts of the country, who have found relief and cure in this new treatment, but have only room for the following, to whom, by permission, we here refer: Hon. S. FIELD, Judge of the United States Supreme Court, and his accomplished wife; Mrs. HALLIE KILBURN; Judge SAMUEL SMITH, of New York; Hon. MONTGOMERY BRADY, Ex-Governor BOERMAN, West Virginia; Hon. WILLIAM D. KELLEY; T. S. ARTHUR and Gen. FREDERICK WARREN.

The case Mr. T. S. ARTHUR, the well known American author, is a most remarkable one, as will be seen from the following, which is taken from Arthur's Illustrated Home Magazine of July, 1877. He says:—

"Nearly seven years have passed since we began using this treatment. Up to that period our health had been steadily declining; not in consequence of any organic disease, but from overwork and consequent physical and nervous exhaustion. The very weight of the body had become tiresome to bear, and we regarded our days of earnest literary work as gone forever. But almost from the very beginning of our use of the Compound Oxygen, an improvement began. There was a sense of physical comfort and vitality not felt for years, and this slowly but steadily increased. Literary work was resumed in a few months, the mind acting with a new vigor, and the body free from the old sense of weariness and exhaustion. A better digestion, an almost entire freedom from severe attacks of nervous headache from which we had suffered for twenty years, and from a liability to take cold on the least exposure, were the results of the first year's use of the new treatment; and this benefit has remained permanent. As to literary work in these years, we can only say that it has been constant and earnest; and if its acceptance with the public may be regarded as any test of its quality, it is by far the best work that we have done."

OXYGEN HOME TREATMENT. This can be sent any distance in a small and compact package. Price for two months' supply, with inhaling apparatus, and full and explicit directions, \$15.00. FREE A treatise on Compound Oxygen, its mode of action and results, to which are appended a large number of testimonials to most remarkable cures, will be sent free by mail to all who write to us for it.

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